

CHARLESTOWNE ACADEMY

5841 Rivers Avenue
North Charleston, SC 29406

GRADES K-12 High School

ENROLLMENT 367 Students

PRINCIPAL Edward Tichi 843-746-1349

SUPERINTENDENT Dr. Maria L. Goodloe 843-937-6319

BOARD CHAIR Ms. Nancy Cook 843-760-2635

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

EXCELLENT

Absolute Ratings of High Schools with Students like Ours

Excellent

Good

Average

Below Average

Unsatisfactory

8

8

3

2

0

IMPROVEMENT RATING:

EXCELLENT

ADEQUATE YEARLY PROGRESS:

YES

This school met 5 out of 5 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

| | Absolute Rating | Improvement Rating | Adequate Yearly Progress |
|-------------|------------------------|---------------------------|---------------------------------|
| 2001 | Excellent | Excellent | N/A |
| 2002 | Good | Unsatisfactory | N/A |
| 2003 | Good | Excellent | Yes |
| 2004 | Excellent | Excellent | Yes |

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

HIGH SCHOOL ASSESSMENT PROGRAM (HSAP) EXAM PASSAGE RATE: SECOND YEAR STUDENTS

| | Our School | | | High Schools with Students Like Ours | | |
|---------------------------|-------------------|-------------|-------------|---|-------------|-------------|
| Percent | 2004 | 2005 | 2006 | 2004 | 2005 | 2006 |
| Passed 2 subtests | 87.5 | N/A | N/A | 71.0 | N/A | N/A |
| Passed 1 subtest | 12.5 | N/A | N/A | 14.9 | N/A | N/A |
| Passed no subtests | N/A | N/A | N/A | 19.1 | N/A | N/A |

EXIT EXAM PASSAGE RATE BY SPRING 2004

| | Our School | High Schools with Students Like Ours |
|----------------|-------------------|---|
| Percent | 100.0% | 95.1% |

ELIGIBILITY FOR LIFE SCHOLARSHIP

| Percent of | Our School | High Schools with Students Like Ours |
|--|-------------------|---|
| Seniors eligible for LIFE Scholarships at four-year institutions* | 7.1 | 6.4 |
| Seniors who met the SAT/ACT requirement | 14.3 | 6.8 |
| Seniors who met the grade point average | 35.7 | 40.7 |

*Using only the SAT/ACT and grade point average requirements

GRADUATION RATE

| | Our School | High Schools with Students Like Ours |
|---------------------------|-------------------|---|
| Number of Students | 16 | 131 |
| Number of Diplomas | 13 | 95 |
| Rate | 81.3% | 74.7% |

PERFORMANCE BY STUDENT GROUPS

| | Exit Exam Passage Rate by Spring 2004 | | Eligibility for LIFE Scholarship | | Graduation Rate | | |
|--------------------------------|--|-------|-------------------------------------|------|-----------------|------|------------------------|
| | n | % | n | % | n | % | Met State Objective |
| All Students | 15 | 100.0 | 14 | 7.1 | 16 | 81.3 | YES |
| Gender | | | | | | | |
| Male | 6 | 100.0 | 5 | 0.0 | 6 | 83.3 | N/A |
| Female | 9 | 100.0 | 9 | 11.1 | 10 | 80.0 | N/A |
| Racial/Ethnic Group | | | | | | | |
| White | 7 | 100.0 | 4 | I/S | 5 | 80.0 | N/A |
| African-American | 8 | 100.0 | 10 | 0.0 | 11 | 81.8 | |
| Asian/Pacific Islander | 0 | N/A | 0 | N/A | 0 | N/A | N/A |
| Hispanic | 0 | N/A | 0 | N/A | 0 | N/A | N/A |
| American Indian/Alaskan | 0 | N/A | 0 | N/A | 0 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | |
| Non disabled | 13 | 100.0 | 13 | 7.7 | 15 | 80.0 | N/A |
| Disabilities other than speech | 2 | I/S | 1 | I/S | 1 | I/S | N/A |
| Migrant Status | | | | | | | |
| Migrant | 0 | N/A | 0 | N/A | 0 | N/A | N/A |
| Non-migrant | 15 | 100.0 | 14 | 7.1 | N/A | N/A | N/A |
| English Proficiency | | | | | | | |
| Limited English Proficient | 0 | N/A | 0 | N/A | 0 | N/A | N/A |
| Non-Limited English Proficient | 15 | 100.0 | 14 | 7.1 | 12 | 83.3 | N/A |
| Socio-Economic Status | | | | | | | |
| Subsidized meals | 5 | 100.0 | 3 | I/S | 5 | 60.0 | N/A |
| Full-pay meals | 10 | 100.0 | 11 | 9.1 | 11 | 90.9 | N/A |

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

HSAP PERFORMANCE BY GROUP

| | Enrollment 1 st Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | % Proficient and Advanced (adj.) | Performance Objective Met | Participation Objective Met |
|--|--|----------|---------------|---------|--------------|------------|-------------------------------------|------------------------------|--------------------------------|
| English/Language Arts - State Performance Objective = 33.3% | | | | | | | | | |
| All Students | 8 | 100.0 | N/A | 37.5 | 12.5 | 50.0 | 75.0 | YES | YES |
| Gender | | | | | | | | | |
| Male | 3 | I/S | I/S | I/S | I/S | I/S | I/S | N/A | N/A |
| Female | 5 | I/S | I/S | I/S | I/S | I/S | I/S | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | |
| White | 2 | I/S | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| African-American | 6 | I/S | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| Asian/Pacific Islander | 0 | N/A | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| Hispanic | 0 | N/A | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| American Indian/Alaskan | 0 | N/A | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| Disability Status | | | | | | | | | |
| Not Disabled | 7 | I/S | I/S | I/S | I/S | I/S | I/S | N/A | N/A |
| Disabled | 1 | I/S | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| Migrant Status | | | | | | | | | |
| Migrant | 0 | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Non-Migrant | 8 | I/S | I/S | I/S | I/S | I/S | I/S | N/A | N/A |
| English Proficiency | | | | | | | | | |
| Limited English Proficient | 0 | N/A | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| Non-Limited English Proficient | 8 | I/S | I/S | I/S | I/S | I/S | I/S | N/A | N/A |
| Socio-Economic Status | | | | | | | | | |
| Subsidized meals | 4 | I/S | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| Full-pay meals | 4 | I/S | I/S | I/S | I/S | I/S | I/S | N/A | N/A |
| Mathematics - State Performance Objective = 30.0% | | | | | | | | | |
| All Students | 8 | 100.0 | 12.5 | 37.5 | 25.0 | N/A | 62.5 | YES | YES |
| Gender | | | | | | | | | |
| Male | 3 | I/S | I/S | I/S | I/S | I/S | I/S | N/A | N/A |
| Female | 5 | I/S | I/S | I/S | I/S | I/S | I/S | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | |
| White | 2 | I/S | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| African-American | 6 | I/S | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| Asian/Pacific Islander | 0 | N/A | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| Hispanic | 0 | N/A | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| American Indian/Alaskan | 0 | N/A | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| Disability Status | | | | | | | | | |
| Not Disabled | 7 | I/S | I/S | I/S | I/S | I/S | I/S | N/A | N/A |
| Disabled | 1 | I/S | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| Migrant Status | | | | | | | | | |
| Migrant | 0 | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Non-Migrant | 8 | I/S | I/S | I/S | I/S | I/S | I/S | N/A | N/A |
| English Proficiency | | | | | | | | | |
| Limited English Proficient | 0 | N/A | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| Non-Limited English Proficient | 8 | I/S | I/S | I/S | I/S | I/S | I/S | N/A | N/A |
| Socio-Economic Status | | | | | | | | | |
| Subsidized meals | 4 | I/S | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| Full-pay meals | 4 | I/S | I/S | I/S | I/S | I/S | I/S | N/A | N/A |

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SCHOOL PROFILE

| | Our School | Change from Last Year | High Schools with Students Like Ours | Median High School |
|--|------------|-----------------------|--------------------------------------|--------------------|
|--|------------|-----------------------|--------------------------------------|--------------------|

Students (n= 367)

| | | | | |
|--|-------|-----------------|-------|-------|
| Retention rate | 1.7% | N/A | 9.4% | 9.1% |
| Attendance rate | 99.6% | Up from 95.0% | 95.9% | 96.0% |
| Eligible for gifted and talented | 20.1% | Up from 12.3% | 4.3% | 5.8% |
| With disabilities other than speech | 5.6% | Down from 6.0% | 13.4% | 12.7% |
| Older than usual for grade | 1.9% | Down from 14.1% | 11.6% | 9.8% |
| Out-of-school suspensions or expulsions for violent &/or criminal offenses | 0.5% | Up from 0.0% | 1.1% | 1.6% |
| Enrolled in AP/IB programs | 15.6% | Up from 8.1% | 6.3% | 10.2% |
| Successful on AP/IB exams | N/AV | | 43.9% | 53.8% |
| Annual dropout rate | 0.0% | No change | 2.7% | 2.7% |
| Career/technology students in co-curricular organizations | 0.0% | No change | 5.9% | 3.6% |
| Enrollment in career/technology center courses | 35 | Down from 81 | 396 | 466 |
| Students participating in worked-based experiences | 8.0% | Down from 28.3% | 25.1% | 25.7% |
| Career/technology students mastering core competencies | 85.7% | Up from 73.3% | 77.7% | 77.7% |
| Career/technology completers placed | N/A | N/A | 99.3% | 99.3% |

Teachers (n= 26)

| | | | | |
|---|-----------|------------------|-----------|-----------|
| Teachers with advanced degrees | 50.0% | Down from 51.9% | 47.1% | 52.0% |
| Continuing contract teachers | 73.1% | Down from 77.8% | 79.4% | 82.1% |
| Highly qualified teachers** | 85.0% | N/A | 90.0% | 89.5% |
| Teachers with emergency or provisional certificates | 9.5% | | 10.0% | 8.6% |
| Teachers returning from previous year | 72.4% | Up from 71.3% | 82.2% | 86.2% |
| Teacher attendance rate | 97.0% | Up from 94.0% | 95.4% | 95.3% |
| Average teacher salary | \$38,330 | Down 0.8% | \$39,497 | \$41,060 |
| Prof. development days/teacher | 10.6 days | Up from 7.5 days | 10.8 days | 10.6 days |

School

| | | | | |
|---|-----------|---------------------|-----------|-----------|
| Principal's years at school | 4.0 | Up from 3.0 | 4.0 | 3.0 |
| Student-teacher ratio in core subjects | 21.5 to 1 | Down from 24.1 to 1 | 23.4 to 1 | 26.4 to 1 |
| Prime instructional time | 94.7% | Up from 87.9% | 89.6% | 90.0% |
| Dollars spent per pupil* | \$4,774 | Down 6.8% | \$6,635 | \$6,310 |
| Percent of expenditures for teacher salaries* | 64.3% | Down from 65.1% | 58.1% | 57.9% |
| Opportunities in the arts | Excellent | No change | Good | Excellent |
| Parents attending conferences | 94.3% | Down from 99.0% | 85.4% | 89.3% |
| SACS accreditation | Yes | Up from No | Yes | Yes |
| Character development program | Good | N/A | Good | Good |

* Prior year audited financial data are reported.

| | Our District | State |
|---|-----------------|---------------------|
| Highly qualified teachers in low poverty schools** | 88.1% | 92.0% |
| Highly qualified teachers in high poverty schools** | 87.8% | 91.1% |
| | State Objective | Met State Objective |
| Highly qualified teachers in this school** | 65.0% | Yes |
| Student attendance in this school | 95.3% | Yes |

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Charlestowne Academy is the only public, magnet school in Charleston County that serves students from kindergarten through twelfth grade. Our school, which was founded by parents in 1997, is the only school in South Carolina that is based on a proactive parent-teacher-student partnership. When parents enroll their child in our school, they agree to be involved in their child's education at home and at school. For example, parents willingly spend many hours closely monitoring homework and volunteering their time assisting school personnel with many educational activities. Through a wide variety of donated expertise our parents have invested their heads, hands and hearts in creating a school environment that welcomes students and motivates them to learn.

Our 2003-2004 enrollment was 375 students. Our enrollment is based on a random lottery selection system resulting in a student body with varied backgrounds and abilities. Due to the strength of our back-to-basics curriculum, we have taken our broad mix of students during our seven years of existence to the point where our standardized test results place our school among the best performing schools in Charleston County.

In December 2003 our school received its first ever accreditation from The Southern Association of Colleges and Schools. We were honored for the second time in three years by The State Department of Education as a Palmetto Gold Award winning school. Our school's three report cards have been average or better for the third year in a row.

Our high school students' SAT scores during the 2002-2003 school year went up by an average of 85 points over the previous year. Charlestowne Academy High School was among the nine high schools out of 181 high schools in South Carolina to meet AYP standards during the 2002-2003 school year.

Our school's average daily attendance for the 2003-2004 school year was almost 99.5%, placing us among the top five schools out of 72 schools in Charleston County. Our unique reading program, Spalding ELA, has provided us with the ability to consistently teach all of our kindergarten students how to read and write.

During the 2004-2005 school year the Charleston County School District's Hearing Impaired Program will relocate to our campus. Hearing impaired students will benefit greatly from their ability to remain together throughout their thirteen years of public school education.

Our business partners to date have included Publix, Harris Teeter, Food Lion, Bi Lo, Ravenswood Plantation, Stockade Storage, Hess #40609, Bojangles, Coke Consolidated, Lowes, Piggly Wiggly, Buck Lumber, and Carolina Family Care. With their help and the ongoing support of every family in the school, we will continue to demonstrate the phenomenal success of our back-to-basics curriculum and our parent-teacher-student partnership.

Edward Tichi, Principal

Bonnie Smith, Governing Council President

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

| | Teachers | Students* | Parents* |
|---|-----------------|------------------|-----------------|
| Number of surveys returned | 16 | 24 | 37 |
| Percent satisfied with learning environment | 75.0% | 57.9% | 70.3% |
| Percent satisfied with social and physical environment | 81.3% | 31.6% | 72.2% |
| Percent satisfied with home-school relations | 93.3% | 57.9% | 70.3% |

*Only eleventh grade students and their parents were included. For schools without grade 11, only the highest grade was included.